

Educational Leadership and Management

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IIUM PRESS
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA



EDUCATIONAL LEADERSHIP AND MANAGEMENT

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IIUM Press

Published by:
IIUM Press
International Islamic University Malaysia

First Edition, 2011
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Perpustakaan Negara Malaysia

Cataloguing-in-Publication Data

ISBN: 978-967-418-013-3

Member of Majlis Penerbitan Ilmiah Malaysia – MAPIM
(Malaysian Scholarly Publishing Council)

Printed by :
IIUM PRINTING SDN. BHD.
No. 1, Jalan Industri Batu Caves 1/3
Taman Perindustrian Batu Caves
Batu Caves Centre Point
68100 Batu Caves
Selangor Darul Ehsan

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CHAPTER 12

Teachers' Time Management in the Classrooms

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1. BACKGROUND OF THE STUDY

Time management has been viewed as skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals by Brenner (1999). Besides, time management is a set of principles, practices and systems that work together to help in getting more value out of time with the aim of improving the quality of life.

The role of the teacher in planning and organizing for pupils' progression has changed considerably over the past twenty years. While the teacher once had much more control and decision regarding both curriculum and how that curriculum was implemented, national standards now guide both local authorities (LEAs) and individual teachers in their planning and organization (Bage, Grosvernor and Williams 1999).

Beside organizing and planning the syllabus and curriculum, teacher also needs to take their pupils affair into consideration in order to plan and organize them. In order for teachers to communicate with their students, they must identify their needs on an individual basis (Gawel, 1997). This is much similar to Maslow's Hierarchy of Needs, which states five basic needs that must be met in order to achieve full motivation. These needs, in ascending order, are as follows: physiological, security, love and belongingness, esteem and self-respect, and self-actualization (Gawel, 1997). Each of these needs details a very important issue in motivation inside the classroom. Thus, this study aimed at examining the readiness and preparation of teachers in managing their time in their classroom.

Hence, there are many studies were conducted before as to find out the using of time by teachers. One of the researches was conducted by Evans et al (1994). They had established a number of research studies at Warwick University, primarily examining the relationship of the changes set in train by the Education Reform Act 1988 to teachers' work. Most of the findings from these studies are reported in the other two books in this series (*Primary Teachers at work and Secondary Teachers at work*) and are based on quantitative evidence about the use of teachers' time. This book reports and analyses interviews with some of the teachers conducted in 1991 within the intention to find out what perceptions the teachers had of the implementation process in which they were engaged with a main motivation was intellectual curiosity.

Besides, a later survey by Her Majesty Inspectorate (HMI) was called The Implementation of The National Curriculum in Primary Schools (1991). In this survey